



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

In the discussion of muscular activity and exercise the authors show a grasp of the essentials of physical training and a discriminating sense of relative values that are refreshing in a book of this character. The conclusion that a "certain amount of general activity is a condition of healthy living" is no less admirable than the means suggested for securing and maintaining physical health by exercise.

The treatment of the subject of drugs, alcohol, and tobacco places this book in a class by itself among school hygienes. The very moderation and sanity of the discussion lend force and a power of conviction to the conclusions that must have the greatest influence on the attitude of the student toward the use of these substances.

The chapters on domestic hygiene and public hygiene and sanitation epitomize in a form available for use in the classroom the latest knowledge on these subjects.

An adequate and carefully compiled index is an important part of the work.

It is impossible in the space available to mention in detail all the good features with which this book abounds. It seems to be altogether the best work upon the subject for use either as a textbook or for private reading.

JOSEPH E. RAYCROFT

Das wissenschaftliche Studium der deutschen Sprache und Literatur: Ein Wegweiser für Studierende. Von DR. PHIL. HEINZE HUNGERLAND. Z. z. Lektor der deutschen Sprache an der Universität zu Lund. Lund: Gleerupska Univ.-Bokhandel. (Hjalmar Möller); Heidelberg: Otto Ficker, 1906. Kr. 1 = M. 1.12.

The purpose of the booklet is—as the title indicates—to be a guide to the student of Germanics at European universities. It not only marks out the shortest path through a field that to the beginner must appear bewildering and discouraging in its vastness, but also guards the more advanced student from the narrowness caused by too early specialization. Any one-sided training, however thorough, is no longer an adequate equipment for the German teacher of today. His knowledge of German must be of the broadest, embracing an acquaintance with all aspects of German life and culture, past and present.

For such teachers of German in our high schools as either have not had the advantage of a college preparation in their subject or have been called out into the practical field before completing it, attention is called to Dr. Hungerland's pamphlet on the higher study of German. By consulting the *Wegweiser*, when looking up some special point of interest or when resuming their studies, they may save themselves time and labor.

Dr. Hungerland lays no claim to completeness, nor does he desire to compete with large compendia such as Paul's *Grundriss der germanischen Philologie*. He gives a list of only the most important publications, briefly characterizing his classification. Herein lies the special value of the book for the busy American high-school teacher. The field which he covers will best appear from the headings of the various chapters: "Phonetics;" "Method of Linguistic Study;" "The Study of the Grammar of the Older Germanic Dialects and the

Interpretation of Texts (both for Beginners);” “The Study of Advanced Grammar (the Older Dialects);” “Readers for Advanced Students;” “New High German Grammars;” “Awakening a Perception of the Niceties of Style;” “Accuracy of Expression;” “Works on Semasiology;” “Dictionaries;” “History of the German Language;” “The Psychology of Language;” “Relation between Literary History and Linguistics;” “The Study of German Literature for Beginners;” “The Study of German Literature for Advanced Students;” “Meters and Versification;” “Culture History and ‘Realienkunde;’” “German Character and National Life as Reflected in German Literature;” “Novels;” “The German Short-Story;” “Lyric, and Epic Poetry;” “The German Drama;” “Scientific Journals.”

To the list of phonetic books given may be added for American students: George Hempl, *German Orthography and Phonology* (Ginn & Co.); Laura Soames, *An Introduction to Phonetics* (English, French, and German); new edition revised by Wilhelm Viëtor (Swan, Sonnenschein & Co., London, 1899); Rippmann, *Elements of Phonetics* (English, French, German), translated and adapted from Viëtor's *Kleine Phonetik* (London, 1899).

UNIVERSITY OF CHICAGO

PAUL O. KERN

Practical Business Arithmetic. By JOHN H. MOORE, and GEORGE W. MINER. Boston: Ginn & Co., 1906. Pp. viii+449 pages.

In this new *Business Arithmetic*, designed for use in commercial schools and the commercial departments of high schools, it has been the aim of the authors “to develop arithmetic as an effective tool for rapid and accurate calculation; to cultivate the ability to apply this tool in the solution of practical problems of business and everyday life; to give a thorough knowledge of common business forms, expressions, and abbreviations; to enable the pupil to realize the educational value of the subject.”

Throughout the book, but especially in the pages devoted to the four fundamental operations, there are many special devices and an abundance of examples well calculated to train the student to rapid and accurate calculation. The practical nature of the problems, many of which are in the form of business documents taken from actual transactions, correlate the subject with the business activities of the day, and, together with the great variety of business forms introduced into the text, make the subject as real and vital as it is possible for a textbook to do. The student will gain insight into business methods and much valuable information from the study of this book.

It is not overburdened with definitions or rules, and the authors have wisely omitted such obsolete topics as compound partnership, true discount, etc. The rule for the area of a rectangle, “The product of the length and width of a rectangle equals the area,” is open to criticism, and it does not correspond to the illustrative example. A similar exception may be made to the other rules for finding areas and volumes.

The book is well graded, and a maximum amount of mental work is encouraged. It is large, and evidently meant for schools where much time is devoted to the subject.

PUBLIC SCHOOLS
Riverside, Ill.

A. F. AMES